

Integrating Language and Content: Sixty Years of University English Language Education in Colombia

Integración de Lengua y Contenido: Sesenta Años de Educación en Lengua Inglesa a Nivel Universitario en Colombia

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Abstract

In celebration of ASOCOPI's 60th anniversary, this article critically discusses how language teaching and learning in Colombia have addressed the relationship between language and content within higher education, aiming to prepare future professionals for the current interconnected world. Through the analysis of the national literature, we explore English for Specific Purposes, Content and Language Integrated Learning, and English as a Medium of Instruction in higher education in Colombia. We show the shift from learning a language for language's sake to learning a language through content and culminating in learning content through language. It includes a review of the definition, evolution, current state, challenges, and criticism of each approach. Finally, we discuss potential pathways and opportunities for language education and discipline learning focused on local needs. We argue that the future of English teaching should include all these approaches since each has a place within the Colombian language education ecosystem. Depending on the needs of specific contexts, they all can be used successfully; however, certain aspects must be considered for the selection, implementation, and evaluation of these approaches to bring about a healthy combination of language, professional skills, and content.

Keywords: CLIL, English language education, EMI, ESP, higher education

Resumen

En la celebración del 60 aniversario de ASOCOPI, este artículo analiza críticamente cómo la enseñanza y el aprendizaje de idiomas en Colombia ha abordado la relación entre lengua y contenido en la educación superior como una forma de preparar a los futuros profesionales para el mundo interconectado actual. A través del análisis de la literatura nacional, exploramos los enfoques del inglés para propósitos específicos, el aprendizaje integrado de contenidos y lenguas y el inglés como medio de instrucción en la educación superior en Colombia; mostramos el cambio del aprendizaje de una lengua como objeto de estudio hasta aprender un idioma a través del contenido y culminar en el aprendizaje de contenido a través de la lengua. Incluye una revisión de la definición, evolución, estado actual, desafíos y críticas de cada enfoque. Finalmente, discutimos posibles caminos y oportunidades para la formación en idiomas y el aprendizaje de las disciplinas centradas en las necesidades locales. Argumentamos que el futuro de la enseñanza del inglés debería incluir todos estos enfoques, ya que cada uno tiene un lugar dentro del ecosistema educativo de idiomas en Colombia. Dependiendo de las necesidades de contextos específicos, todos pueden utilizarse con éxito, pero es esencial considerar aspectos para seleccionar, implementar y evaluar estos enfoques y lograr una combinación saludable de idioma, habilidades profesionales y contenido.

Palabras clave: AICLE, educación en inglés, EMI, ESP, educación superior

Introduction

Changing the language of instruction not only has an effect on content and language teachers. It has an overall effect on the institution and on society as a whole.

(Wilkinson & Walsh, 2015, p. 11)

For over 200 years, foreign language learning has been an integral part of education in Colombia (M. Rodríguez Bonces, 2011). Several areas have contributed to its evolution and the shift from focusing on teaching language to combining language and content (Macías, 2010). This evolution was stimulated by Colombia's entrance into the Organization for Economic Cooperation and Development, which, in turn, demanded promoting English language learning to support citizens' potential work competitiveness, relegating traditional humanistic and social development goals of language education (Bonilla Carvajal & Tejada-Sánchez, 2016). Furthermore, the Colombian Ministry of National Education (MEN) instituted the national bilingual mandate in which English was appointed as the foreign language to be learned by Colombians (MEN, 2005), transforming language teaching and learning practices (Bastidas, 2017; Bonilla Carvajal & Tejada-Sánchez, 2016).

Although not without criticism, a series of laws and decrees were issued to support the national bilingual policies across all levels of the Colombian educational system. Specifically, for higher education (HE), which is the scope of this article, the government released several decrees, 1295 of 2010 and 1330 of 2019 (MEN, 2010, 2019), that overtly require every undergraduate program to determine the conditions that favor both internationalization of the curriculum and learning a foreign language. Additionally, the National Council of Higher Education (CESU) established that HE institutions should include academic courses in a foreign language in university programs (CESU, 2014).

All these government-led conditions have paved the way to the implementation of different foreign language approaches at the university level and have been supported by organizations such as “the Fulbright Commission, the American Embassy, the British Council, the ASOCOPI association, and the universities, [which have] promoted the use of up-dated methods... according to international trends” (Bastidas, 2017, p. 22). Parallel to these policies, HE professors nationwide had identified the need to integrate discipline-related content and professional skills into language teaching to prepare students for their future careers as they could no longer “just become conversant in ‘General English’, but they should study their subject in English” (Graddol, 2005, para. 2). This gave rise to the implementation of international approaches that combine language and content in HE in Colombia.

Initially, English for specific purposes (ESP) emerged as an approach to learning English based on academic, occupational, or scientific needs (Mackay & Mountford, 1978). In Colombia, the first implementations of ESP emphasized grammar, translation, and reading exercises tailored to professional fields (Hidalgo, 1997/2016) and responded to what was happening in the nation and Latin America at other educational levels (Bastidas, 2017; Fernández, 2009). Over time, with a shift towards more communicative and learner-centered methodologies, approaches such as content and language integrated learning (CLIL) started to appear in HE, emphasizing both language development and content learning. This approach is understood as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p. 1). In Colombia, where students exit secondary education with limited English proficiency, tertiary-level CLIL became an option to help students communicate in English in their disciplines. With the growth of internationalization in HE in Colombia, English as a Medium of Instruction (EMI) emerged to attract international students to national campuses while, at the same time, offering local students the opportunity to learn the discipline content in English. This approach is known for teaching academic subjects in English in countries where English is not the main language of communication (Macaro et al., 2018). Currently, all three approaches are used in Colombian universities, but this same coexistence has caused the conceptual boundaries between them to be blurred. Sometimes ESP definitions and practices are referred to as CLIL (and vice versa) while CLIL and EMI are often equated as well (Corrales & Poole, 2023).

As described earlier, while HE institutions face many challenges, they are still required to ensure their graduates are competent and competitive in their fields as well as proficient in English. However, students continue to lag behind in their English proficiency when they enter the university, adding another layer of complexity. The aforementioned policies and practices have brought a need to offer language education that blends content and language to support student development. Therefore, this article attempts to clarify the most widely used approaches that combine these elements.

In celebration of ASOCOPI's 60th anniversary, this article critically reflects upon how language teaching and learning in Colombian HE has dealt with the relationship between language and content by analyzing the national and international literature on ESP, CLIL, and EMI. It includes a review of the definition, evolution, current state, challenges, and criticism of each approach, showing how these approaches move from a focus on learning a language for professional purposes, learning a language through discipline content, to learning the discipline through language. Finally, potential pathways and opportunities for language education and discipline learning focused on local needs are discussed.

From English for Specific Purposes to English as a Medium of Instruction

English for Specific Purposes (ESP)

Evolving from the late 1970s, the most recognized definition of ESP comes from Dudley-Evans and St. John (1988); it involves absolute and variable characteristics. The absolute features include that ESP meets specific needs, matches the discipline, and focuses on language (all aspects and genres) most appropriate for the discipline. The variable characteristics are that they: (1) may relate to the discipline, (2) do not need methods like general language teaching, (3) are usually designed for HE or professional training, and (4) are generally implemented with more advanced learners. By the late 1980s, Strevens (1988) determined that ESP should meet these needs centered on language that is appropriate to the discipline (syntax, discourses, and semantics). Within ESP, there are two common threads: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), often called English for Vocational Purposes (EVP). EAP focuses on language as it exists in academic study or scholarly events (Hyland & Hamp-Lyons, 2002). EOP/EVP is for either work or vocational training (Hutchinson & Waters, 1987), including any trade or professional purpose, such as medicine, law, business, among others that intertwine language elements and work functions (Lomperis, 2020). In all types of ESP, a needs analysis serves as the foundation for design and implementation. Figure 1 summarizes these aspects.

ESP in Colombia has focused on specific professional needs and has often been limited to specialized contexts such as universities (Encarnacion-Mosquera, 2022; Nausa et al., 2024) and technical institutions like SENA (Álvarez et al., 2020; Herrera Aguirre, 2022). Early discussions of ESP in Colombia date back to the 1980s. For instance, Larsen-Pusey and Pusey (1987) surveyed ESP instruction in 12 public Colombian universities, marking one of the first documented overviews of ESP needs in the country. Hidalgo (1997/2016) then published reports on ESP in the country and concluded that its use can increase student engagement and motivation toward learning English, thus demonstrating a need to implement more industry-specific language learning.

With the pressure of recognizing English as an important aspect of professional success, both public and private Colombian HE institutions have integrated ESP into various programs such as psychology, business, and engineering, over the years. Some literature focuses on the application of undergraduate-level ESP instruction to promote learner development and autonomy (Parada Moreno, 2008). Other research focuses on graduate students, faculty, and researchers' needs related to reading and writing in English to advance in their careers (Janssen et al., 2012; Nausa et al., 2024). Furthermore, Díaz Ramirez (2014) reported on how ESP contributed to improving students' learning while other educators discussed the need

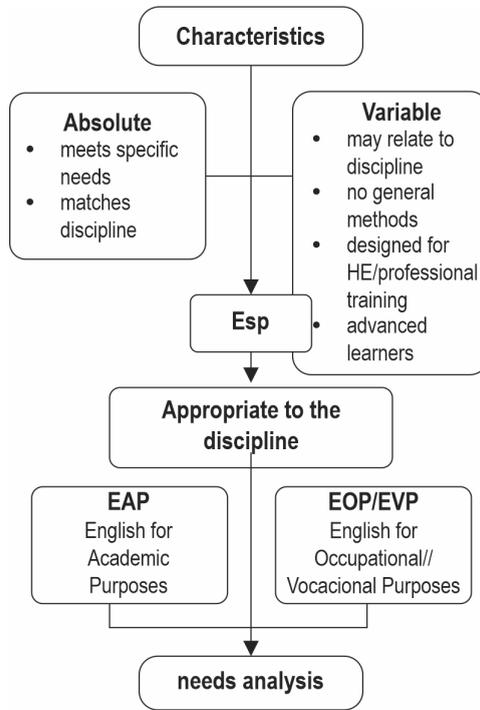


Figure 1. Definition of ESP
Note: Image created by OpenAI (2025).

to align learners' needs and expectations with assessment and teaching resources to ensure more practical and relevant activities (Sánchez Solarte et al., 2017). However, due to the arrival of other approaches, ESP seemed to have declined.

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Recently, there has been a reemergence of ESP in classroom practices, stressing the importance of tailored, relevant, and impactful courses. Recent literature highlights the importance of needs analyses that incorporate different stakeholders' perspectives and multiple sources when designing ESP courses for students at technical, undergraduate, and graduate levels (Álvarez et al., 2020; Encarnacion-Mosquera, 2022; Janssen et al., 2012; Nausa et al., 2024); and for university staff (Recuero Rodríguez et al., 2019). Additionally, some authors suggest co-teaching and co-planning strategies since teacher collaboration has been shown to improve the quality of ESP instruction, making it practical and pertinent for students (Herrera Aguirre, 2022).

Though ESP is perceived as a dynamic and versatile framework for language learning, it is not without challenges or criticism. One worldwide criticism, which can be applied to Colombian ESP, is its prescriptive nature, focusing on the transmission of existing discipline-related discursive norms instead of allowing a transformative use of language (Belcher, 2013). This tendency towards language accommodation limits learners' participation in their communities of practice by reinforcing imported linguistic practices. Secondly, addressing the diverse learning needs of students from various fields of study and levels of English proficiency remains a constant challenge as ESP programs are expected to be flexible and adaptable to cater to varied needs (Parada Moreno, 2008). Also, the historical focus of ESP on written discourse has sometimes neglected the importance of spoken interactions, which is a criticism of this approach (Belcher, 2013). Current ESP practices incorporate the integration of more skills.

At the classroom level, finding appropriate materials and resources has been a challenge since specialized teaching materials tailored to students' needs are difficult to find or create (Mosquera Pérez, 2022; Sánchez Solarte et al., 2017). This has led to the heavy reliance on foreign technologies and expertise, including methodologies, policies, and materials from the Global North, which do not align with the local Colombian context (Le Gal, 2018). In addition, planning and implementing ESP classes demand extra time for teachers and course designers, which can become a significant burden. Assessing students' progress in ESP programs also requires methods that accurately reflect their ability to use English in specific professional contexts. Therefore, traditional assessment may not always be suitable for measuring ESP outcomes (Díaz Ramírez, 2014).

At the institutional level, universities may not have designated the necessary resources to prepare and implement ESP programs comprehensively, which can impede their effectiveness and purpose of meeting students' needs (Sánchez Solarte et al., 2017). This can affect the professional development opportunities for practitioners since effective ESP instruction requires teachers to be well-versed in both English and the specific content areas relevant to their students' professional contexts (Encarnacion-Mosquera, 2022).

Content and Language Integrated Learning (CLIL)

Emerging in Europe in the 1990s and officially coined in 1994 (Pérez-Cañado, 2012), *CLIL* is defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language...there is a focus not only on content, and not only on language” (Coyle et al., 2010, p. 1). In practice, *CLIL* is often perceived as a continuum between content-focused approaches (e.g., hard-*CLIL*) on one end and language-focused approaches (e.g., soft-*CLIL*) on the other (Benegas et al., 2020). Regardless of its focus, *CLIL* is “context-responsive as the content element comes from the

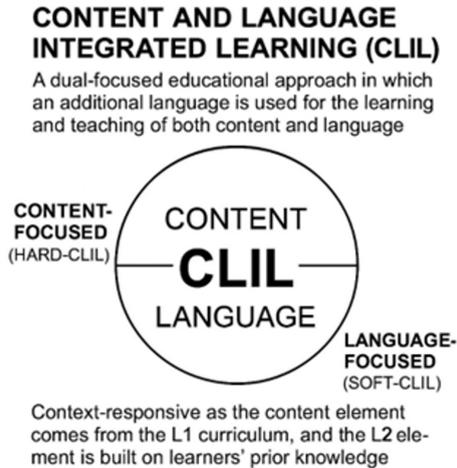


Figure 2. Definition of CLIL.
Note: Image created by OpenAI (2025).

L1 curriculum, and the L2 element is built on learners' prior knowledge" (Benegas et al., 2020, p. 2). Figure 2 summarizes the CLIL characteristics.

CLIL has spread around the world, and in South America, it has taken on its own unique flavor (Banegas, 2020). In Colombia, it is sometimes paired with project-based learning, experiential learning, or other authentic educational approaches or strategies (Garzón-Díaz, 2018; Keogh & Corrales, 2023). While it is not clear when CLIL was first implemented in Colombia, in 2009, McDougald reported on its growth nationally and predicted its importance in the future; however, it is difficult to ascertain exactly how widespread CLIL is in Colombia since very few studies quantify the number of institutions using this approach (Corrales & Poole, 2023). Nevertheless, this country is an important source of research, implementation, and innovation in CLIL (Corrales & Poole, 2023).

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Currently, CLIL can be found at every level of education in Colombia, from preschool to university, in both public and private institutions (Corrales & Poole, 2023); though much more prevalent in the private sector (Granados Beltrán, 2011; Mosquera Pérez, 2022). However, its importance in HE cannot be denied as it can be found in pre-service teacher education (Alvira & Gonzalez, 2018; Khan, 2020), graduate-level education (Curtis, 2012a, 2012b), and professional development programs (McDougald & Pissarello, 2020; Montoya & Salamanca, 2017). CLIL has also been implemented in university-specialized language programs such as Business English

(Bailey et al., 2009), English for International Relations (Keogh, 2022), Medical English (Corrales & Maloof, 2009), and the final level(s) of general English programs (Banegas et al., 2020). Furthermore, CLIL is also found in courses such as business and engineering (Wentzel, 2022), finance (Restrepo Guzmán, 2008), geography (Bryan & Habte-Gabr, 2008), intercultural studies (Spies, 2012), medicine (Cabrera Vega et al., 2021), nursing (Salamanca & Montoya, 2018), and physics to name a few (Barragán Parra & Moreno Sanguino, 2014).

Whereas CLIL has been effective for the learning of both content and language (Costa & D'Angelo, 2011; McDougald & Pissarello, 2020) and for fostering motivation in students worldwide and nationally (Banegas, 2013), several criticisms and challenges have been identified. First, CLIL implementation in Colombia is a challenge because of the need for subject teachers to have high English proficiency or English language teachers to have strong subject knowledge (J. Rodríguez Bonces, 2012). Furthermore, in successful CLIL implementation, subject teachers must also know language acquisition theory to be able to support both language and content learning (McDougald, 2009); language teachers should not give in to what Brinton and Holten (2001) have termed “content envy,” where they spend more time on content and ignore language. Furthermore, some authors suggest that students should have a certain English proficiency level to participate in CLIL classes (Rodríguez Bonces, 2012). These aspects have brought on criticism that CLIL is a type of “elitist education” since often only a select group of urban, private institutions have teachers and students able to handle this approach (Mosquera Pérez, 2022; Rodríguez Bonces, 2012). Additionally, criticism arises from the pervasive use of English as the language of CLIL, both internationally and nationally, often linking it to the language of “privilege” associated with Kachru’s (1992) “inner circle.” Some suggest that CLIL could be implemented with other foreign or indigenous languages (Mosquera Pérez, 2022).

Other challenges relate to the lack of appropriate materials for implementing CLIL (Ball, 2018; Gondová, 2015; Rodríguez Bonces, 2012), the extra planning time it requires, a general lack of knowledge about CLIL (McDougald, 2015), and not enough professional development opportunities for teachers (McDougald, 2016; Torres-Rincón & Cuesta-Medina, 2019). A further challenge is the blurry area between CLIL and ESP, creating confusion in their application. Notwithstanding all these aspects, CLIL continues to thrive in Colombia.

English as a Medium of Instruction (EMI)

The last approach refers to the use of English in the delivery of discipline courses without focusing on language learning (Dafouz, 2021) in areas where English is not the main language of communication (Macaro et al., 2018). In this approach, learning outcomes focus on content and not language, although incidental language development can occur (Aguilar, 2018). In sum, some characteristics of EMI include:

1. English is the language used for instructional purposes.
2. English is not itself the subject being taught.
3. Language development is not a primary intended outcome.
4. For most participants in the setting, English is a second [or foreign] language (L2) (Pecorari & Malmström, 2018, p. 499).

In the case of professors, besides having strong language skills and being experts in their field, they should also use effective pedagogy and be familiar with students' culture and language (Inbar-Lourie & Donitsa-Schmidt, 2020; Pecorari & Malmström, 2018).

EMI originated in the Netherlands at the University of Maastricht in the 1980s (Wilkinson, 2013), which became the foundation for its exponential growth in Europe. Since then, it has spread worldwide and more recently into Latin America. More particularly, EMI in Colombia has been implemented in a limited number of private universities (Archila & Truscott de Mejía, 2020; Archila et al., 2022; Bianchá Ramírez et al., 2023; Corrales et al., 2016; Cortés Medina, 2020; Miranda & Molina-Naar, 2022; Rey-Paba et al., 2024; Tejada-Sanchez & Molina-Naar, 2020).

EMI's emergence has been associated with the internationalization of HE (Dafouz, 2021). At the institutional level, it supports incoming international mobility as well as the consolidation of institutional reputation (Macaro et al., 2018). At the classroom level, it contributes to the development of competences that will help future professionals in their jobs and offers local students opportunities to experience the world without leaving their country (Aguilar, 2018). Furthermore, it has become an increasingly popular trend leading to a substantial body of research and demonstrating the role of EMI in enhancing discipline-specific learning and fostering student interaction on a global scale (Dearden, 2015).

It is linked to the role of English as the *lingua franca* of academia, as in HE, EMI is used as a language for teaching and international communication (Dafouz & Smit, 2020). This *lingua franca* status does not assume the use of standard forms of English as in English as a foreign/second language context (Macías, 2010) because in EMI, English is used to communicate in the discipline (Rey-Paba et al., 2024). EMI is usually associated with the university level, more specifically within private institutions, and this may be related to attracting international students and professors, having access to international funding, and placing higher on well-known international rankings (Dearden, 2015).

Like CLIL, this approach has not been exempted from criticism worldwide (Fang & Hu, 2022; Macaro et al., 2018), and some researchers have concluded that EMI's benefits for Colombia may be overestimated (Archila et al., 2022). A strong criticism relates to the fact that EMI has been pushed forward by institutional authorities without considering contextual and stakeholders' needs which include a lack of explicit policy, professional

development opportunities, and student support to overcome language barriers to learning content (Archila et al., 2022; Corrales et al., 2016; Miranda & Molina-Naar, 2022). This top-down process is reflected in teachers being assigned to EMI courses only because they speak English (Rey-Paba et al., 2024). Another area of discussion relates to the insufficient English proficiency of teachers and students, which may affect content learning and become a burden for professors due to the increase in preparation time and cognitive load (Corrales et al., 2016; Helm & Guarda, 2015; Henriksen et al., 2019). A final criticism addresses professors' negative feelings towards EMI. Studies have found that professors consider EMI to have negative effects on their performance, including their teaching, spontaneous use of language, and the depth of the content delivered (Richards & Pun, 2022).

In sum, the current coexistence of ESP, CLIL, and EMI in Colombian HE reflects a complex and evolving landscape of language and content integration (see Figure 3 below). The convergence of these approaches reveals both synergies and differences. In Colombia, ESP and CLIL share a focus on contextualizing language learning within specific disciplines, with ESP emphasizing professional language needs and CLIL integrating content and language learning (Dudley-Evans & St. John, 1988; Pérez-Cañado, 2012). However, while ESP and CLIL explicitly aim to improve language proficiency alongside content mastery, EMI prioritizes discipline learning in English, with language acquisition as a possible side effect (Aguilar, 2018). This divergence highlights challenges related to the different objectives of each approach: ESP and CLIL must balance language and content instruction, whereas EMI requires language proficiency to ensure effective content learning (Corrales et al., 2016; Rey-Paba et al., 2024). Despite these differences, the coexistence of ESP, CLIL, and EMI in Colombian HE demonstrates a versatile and responsive educational framework that adapts to the diverse needs of students, preparing them for both local and global professional contexts.

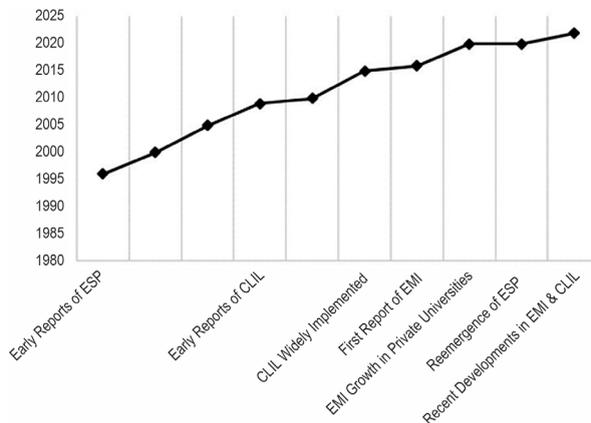


Figure 3. Development of ESP, CLIL, and EMI in Colombia

Pathways

Historically, there has been a tendency to separate language from content, positioning language as the object of study. However, with the advent of communicative approaches, the focus shifted to language in use at the social, personal, and professional levels. This gave rise to ESP, CLIL, and EMI due to the need to bridge the gap between language and content. Language competence does not exist in isolation, and disciplinary knowledge cannot be conveyed without language, as they are deeply interconnected. Thus, HE needed to integrate discipline content and discourses while developing communicative competence in the language. For this reason, our critical reflection on the literature on these approaches in Colombia has confirmed our assumption that the future of English language education should continue to embrace each approach as they have a place within the national HE ecosystem. Further advances will evolve to meet the country's emerging challenges and needs.

To consider the future of these approaches in Colombia, it is necessary to delineate the conceptual and practical boundaries between them. In national and international literature, these terms have often been used interchangeably, causing confusion to both practitioners and researchers. We propose that a first step is to establish the most basic difference among these approaches to begin the conversation to “unblur” the lines and reach a common consensus about what each entails. While there are diverse ways they can be implemented, we contend that each has a central particularity that differentiates it from the other two (see Figure 4 below). In the case of ESP, the focus is on learning to use the language in the professional settings of the discipline. CLIL, on the other hand, is in essence focused on the development of both language and the learning of content; both aspects are central to this approach. Finally, in EMI, discipline learning is the focus, and language is simply the medium of instruction. These definitions may seem simplistic and controversial, but clarification is necessary.

Once the essence of the approaches is understood, practitioners, decision-makers, and researchers could consider the following suggestions to take advantage of what the combination of language and content offers to HE. These suggestions could also help outline courses of action to ensure that ESP, CLIL, EMI, and future initiatives are effectively implemented to meet local needs.

One of the main criticisms in general about language education in Colombia is the importing of international approaches without adapting them to the national and institutional context. For ESP, CLIL, or EMI to be carried out successfully, it is essential to start at the institutional level to make informed decisions about which approach or combination to implement. To support these decisions, a comprehensive policy should be established to ensure the allocation of sufficient resources for curriculum design, teacher development, and the evaluation of program effectiveness. Once these conditions are provided, it is

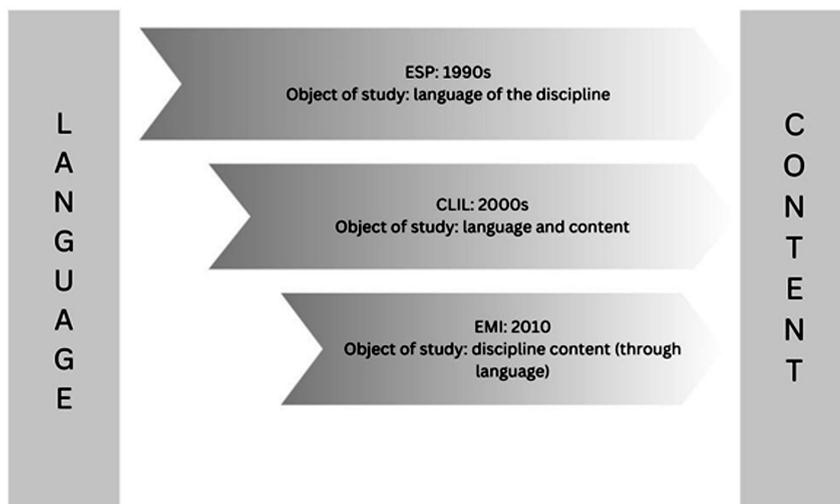


Figure 4. Coexistence of ESP, CLIL, and EMI in Colombia

necessary to adapt these approaches in a way that conserves the elements that fit into the local institution and adjusts those that do not.

For the effective implementation of ESP, CLIL, and EMI, the curriculum should be based on the results of a needs analysis. Decisions drawn from this analysis will facilitate the design of pertinent syllabi, materials, and assessments. In this process, collaboration among language and content specialists can bridge the gap between academia and professional practice, enhancing the relevance and impact of the programs and fostering interdisciplinary learning. This collaboration can not only support developing localized teaching materials, which is a worldwide issue in ESP and CLIL, but also reflect updated disciplinary learning, one of the goals of content-oriented approaches. In the case of EMI, language and discipline experts can work together to support learners' language needs when dealing with specialized knowledge and material. This joint effort can be extended to publishing houses that can facilitate the development and dissemination of high-quality, updated teaching materials. Thus, a needs analysis and collaboration will help ESP, CLIL, and EMI curricula and materials to stay relevant locally and remain connected to advances in the field.

Another aspect to consider is that in many institutions, professors are assigned to ESP, CLIL, or EMI courses without considering their qualifications, experience, and willingness to assume the task. This could affect the quality of the courses. Therefore, professional

development is pivotal. Institutions should offer development opportunities for professors so they can successfully implement these approaches in a way that facilitates student learning of both language and content. Furthermore, preservice and Master's teacher education programs should prepare their graduates for the practical applications and challenges these approaches imply. Professional associations, such as ASOCOPI, have a crucial role in opening spaces for continued development and discussion on this matter.

While we have focused principally on teaching and learning related to ESP, CLIL, and EMI, we cannot forget the importance of research to enrich the future of these approaches in Colombia. Investigating their implementation in diverse settings could provide valuable insight on the impact of these approaches to strengthen national scholarship in these areas. These studies could lay the groundwork for innovative ways to implement them or even encourage new language and content initiatives. Therefore, related research could guide policy and practice, ensuring their effectiveness over time and across various contexts.

The combination of language and content is here to stay. Therefore, it is essential to keep track of ESP, CLIL, and EMI development since they will continue to shape English language education in Colombia, considering the evolving needs of the local context. Hopefully, this critical reflection will provide greater understanding of the approaches and implications of their use as it encourages new conversations about the topic.

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